

I. Welcome and Introduction.

- Lynne Greenwood, Director of Curriculum and Instruction at the Utah State Office of Education, welcomed the group.
- Lynne gave an overview of some of the proposed legislation regarding mathematics education in Utah. Because of the economy, there has been a lot of cutting and downsizing, but student needs will not be compromised. Rhonda Menlove sent a statement with Mary Kay Kirkland from Box Elder School District. Rhonda said that rather than the legislature deciding what programs to cut, she is hoping that each district will have the autonomy to cut what programs they deem necessary.

II. Governor's Math Advisory Report

- The Governor has put together a Math Advisory panel consisting of business representatives, professors, and public school educators. The major goal of the committee is to encourage more students to do better in math and science and to seek those professions. One strategy is to use USTAR to connect secondary education with higher education.
- Hugo Rossi spoke about Math for America. They started in New York City about six years ago. They help with an alternative route to licensure for people working in the industry who would then like to teach high school. Math for America recognizes the obstacles math professionals face when trying to move from industry to education. Math for America sponsors a one-year program that leads these professionals to a teaching license and places them in schools. After this time they commit to staying with that school or four years and continue a professional development program. Math for America has decided to go national and are involved with the Park City Math Institute. Currently, Hugo is working on a statewide Math for America site. The Governor and others met with Math for America; the Governor seemed quite enthusiastic about the program. They would provide support to districts through professional development. Many math majors would have the opportunity to work with this program. Qualifications need to be verified and professional development will help candidates have pedagogy to teach. Perhaps private companies or foundations could sponsor teachers.

III. Alternative Route to Licensure

- Because of the economy, there are some people who are looking to teaching as a good stable profession. There is a high demand for those people who have been in the work world to get their license through the alternative route to licensure program. ARL has a program where candidates can teach while taking classes, based on the district's need.

IV. Improve Student Achievement in Math

- We know what to teach, is the problem more a lack of understanding or agreement on how to deliver research-based instruction to maximize student achievement?
- The group watched a video concerning team collaboration for math education from Middle Schools in Allen, TX. This emphasized team based professional learning, tied to student achievement standards. Teachers see where students are lacking and as a team approach the needs of teachers to improve both teaching and student learning. This helps teachers not to feel so isolated.

V. Breakout

- Participants broke out into groups and discussed:
 - What were the main findings of the National Math panel regarding this issue?
 - What surprised you about the findings?
 - How do you see the Math Panel Findings reflected in Utah teachers and teacher programs?
 - What recommendations would you make for Utah based on the Math Panel Report?
- Results of the breakout reports can be viewed on the Power Point available at <http://www.schools.utah.gov/curr/math/sec/news.htm>.

Next meeting: March 10, 2009 USOE Board Room, Salt Lake City 9:00 a.m. to 2:00 p.m.